

**Appendix 10**

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**Note:** Appendices in the *Idaho Special Education Manual* contain a variety of technical assistance information, including sample letters and forms, suggestions for dealing with special education issues, and copies of various laws. The appendices should be viewed as additional resources to Chapters 1-14 in the *Idaho Special Education Manual*. The district is *not required* to adopt as policy or procedure any of the appendices in this manual to receive IDEA 2004 funding.



## Paraprofessional Standard-Based Performance Evaluation

### School District # \_\_\_\_\_

Employee's Name: \_\_\_\_\_

Work Location: \_\_\_\_\_

Job Title: \_\_\_\_\_

Evaluation Period (from/to): \_\_\_\_\_

Evaluation Type (annual, new hire, other): \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Verification: C=Class, I=Interview, D=Demonstration

Date Standard Achieved

Level: E=Entry Level, I=Intermediate, A=Advanced

<b>Principle 1: The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.</b>			
<b>KNOWLEDGE</b>			
1. Basic academic skills needed to perform his or her assignments.	(E)		
2. Possesses basic educational terminology regarding students, programs, roles, and instructional activities.	(I)		
<b>Disposition</b>			
1. The paraprofessional realizes how the application of learning is useful in life.			
<b>Performance</b>			
1. Demonstrates the academic skills needed to perform his or her assignment(s).	(E)		
2. Able to use basic educational terminology to understand assigned tasks.	(I)		
3. Presents subject area content accurately to students.	(I)		
<b>Principle 2: The paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support the students' intellectual, social, and personal development.</b>			
<b>Knowledge</b>			
1. Understands which materials and activities are chronologically age appropriate.	(I)		
<b>Disposition</b>			
1. Appreciates individual variations within each domain of development.			
<b>Performance</b>			
1. Uses developmentally-appropriate and age-appropriate strategies, equipment, materials, and technologies as directed by the teacher/provider.	(I)		